

TO: Randy Smith, Vice Provost for Academic Programs  
Eric Bielefeld, Chair, Council on Academic Affairs  
FROM: Shari Speer, Associate Dean for Academic Affairs, Graduate School  
DATE: 1-10-2020  
RE: Proposal for Graduate Certificate in Educational Ethics, College of Education and Human Ecology

The College of Education and Human Ecology is proposing to establish an Ohio Alternative Licensure for World Language Education Certificate.

The proposal was received by the Graduate School on May 29<sup>th</sup>, 2019. It was reviewed by GS/CAA on June 18<sup>th</sup>, 2019, and revisions were requested. It was reviewed a second time on October 7<sup>th</sup>, 2019, and revisions were again requested. It was reviewed a third time on November 21<sup>st</sup>, 2019. No further revisions were requested, and the proposal was recommended for approval by the Graduate Council. The proposal was approved by the Graduate Council on December 9<sup>th</sup>, 2019.



6 October 2019

Dr. Shari R. Speer  
Associate Dean for Academic Affairs  
Graduate School

Dear Dr. Speer,

Once again, I must extend my gratitude to you and the members of the GS/CAA for your comments on my revised proposal for a Graduate Certificate in Educational Ethics. I am happy to provide the requested program assessment information in the attached revision.

An exhaustive account of changes to the document include:

1. Assessment Measures  
Please see **Page 2** for a minor change to Assessment Measures (1.C.iii). Language regarding assessment within individual courses has been removed.
2. Assessment Measures  
Please see **Page 2** for a substantive change to Assessment Measures (1.C.iii). Language regarding specifics of assessment at the program level has been added. These include 4 indirect measures and 3 direct measures of the program.

As ever, we remain excited by what this program might represent for OSU students and the broader community.

Sincerely,

Winston C. Thompson  
Thompson.3588@osu.edu

**Graduate Certificate in Educational Ethics  
Philosophy and History of Education Program  
Department of Educational Studies, College of Education and Human Ecology  
Categories 3a and 3b Certificate**

This document represents a proposal for a graduate Certificate in Educational Ethics. For clarity, the information contained herein is organized in an outline according to the requirements for a certificate of study as expressed within The Ohio State University's Office of Academic Affairs' *Academic Organization, Curriculum, and Assessment Handbook*.

**1. Well Defined Program**

**A. Purpose of the program.** This categories 3a and 3b certificate program will enable graduate students to engage in a focused study of the historical context, theories, values, and aims of ethical conduct within educational projects (across a broad range of settings). This course of study will equip both populations of these graduate students with the understandings necessary to carefully evaluate and/or endorse existing or novel educational efforts.

**B. Possible semester by semester sample program.**

Students may progress through the program's coursework (see Appendix A) in various ways/sequences. Below are two potential semester by semester plans representing an expedited (1 year) and expanded (multiple years) course of study. Though not obliged to follow these precise plans, a graduate student enrolled in the certificate program as a "stand alone" certification (i.e., 3a designation) might pursue the expedited option, while a graduate student enrolled in the certificate program as a certification "embedded in a graduate degree program" (i.e., 3b designation) might pursue the expanded option.

**Expedited**

<b>Semester 1</b>	<b>Semester 2</b>
ESPHE 6250	ESPHE 8410
ESPHE 6403	Elective Course

**Expanded**

<b>Semester 1</b>	<b>Semester 2</b>
ESPHE 6250	ESPHE 6403
<b>Semester 3</b>	<b>Semester 4</b>
Elective Course	ESPHE 8410

**C. Minimum requirements to complete program.**

i. Credit requirements

The certificate will require 12 credits distributed within the following categories. See Appendix A for a full description of the courses.

Category	Requirement	Credit Hours
Required Core Course	ESPHE 6250	3 credits
Required Core Course	ESPHE 6403	3credits
Required Core Course	ESPHE 8410	3credits
Pre-Approved Elective	1 course	At least 3 credits

ii. Learning Goals

Upon completion of this certificate (hereafter, inclusive of both the “stand alone” and “embedded in a graduate degree program” versions), all students will be able to:

- Recognize patterns of ethical argumentation and guiding educational values within a historical context;
- Identify descriptive, normative, and meta-ethical dimensions of educational practice and policy across varied settings;
- Invoke various traditions of ethical theory in support of high-quality, research-informed solutions to educational dilemmas; and
- Advocate for ethical sensitivity in matters of teaching, learning, and broader education in their academic and/or professional contexts.

iii. Assessment Measures

Faculty members responsible for these courses will meet annually to assess and potentially recalibrate assignments and course content into appropriate accordance with certificate learning goals and professional standards. The content of these annual meetings will be informed by the following program indirect and direct assessment measures:

- Indirect Measures:
  - Number of applicants to the program: Analyzing quantitative patterns of total number of applicants across each academic year;
  - Student evaluation of instruction: Measuring student satisfaction for individual courses/instruction;
  - Student Surveys: Measuring student perception of the level of cohesion between courses and emergent value of coursework across the program as indexed to their confidence in their development relative to program learning goals; and
  - Alumni Surveys: Conducted at one, three, and five years after completion, measuring student satisfaction, employment status, and career objectives as these have been impacted by their successes relative to program learning goals.
- Direct Measures
  - Ratios of students shifting between Expedited and Expanded coursework schedule: These key values (overall ratio of students shifting schedules, ratio of students shifting from Expedited to Expanded schedules, ratio of students shifting from

Expanded to Expedited schedules) will provide insight into the coursework load burden upon students and will inform certificate advising and potential organizational refinements.

Proportion of students meeting expectations in courses and program: This key value will measure student success at the level of the program by determining whether 75% of program students per certificate-relevant course have earned a grade of “B-”, “B”, or “A-”.

Proportion of students exceeding expectations in courses and program: This key value will measure student success at the level of the program by determining the percentage of students per certificate-relevant course who have earned a grade of “A”.

**D. Flexibility; opportunity for electives**

All students must select an elective course from the approved course list (see Appendix B) or propose another course addressing ethical theories in education, normative values in education, or the historically contextualized engagement with ethical issues in educational practice or policy.

**E. Length of program compared to similar programs**

This program conforms to the 12 credit-hour standard for Graduate Certificates at The Ohio State University (as described in Section 8.3.3 of the Graduate School Handbook). As such, the program of study can be completed within four or fewer semesters of active progress.

**F. Input from outside groups**

The proposing faculty in Philosophy and History of Education (ESPHE) have sought input from colleagues from other programs within the Department of Educational Studies, including Ann Allen (Educational Policy) and Karen Stansberry Beard (Educational Administration). These colleagues have expressed enthusiasm for the new certification and interest in offering appropriate elective courses (See Appendix B).

**G. Exit Criteria**

Successful completion of this certificate program requires:

- Completion of all coursework (See Appendix A)
- A cumulative graduate GPA of at least a 3.0
- That at least 50% of the credit hours required for this certificate must be unique to the certificate and cannot be used toward any other graduate program.

**2. Adequate Enrollment**

**A. Projected enrollment (include justification for estimate)**

Below is information on new student applications in programs in Philosophy and History of Education between 2015 and 2018.

AY 2015 - 16	7
AY 2016 - 17	4
AY 2017 - 18	10
AY 2018 - 19	11

Given the rise in student interest as measured by student applications, we predict that this graduate certificate program will leverage in two ways growing interests in normative studies of education. First, students who might have previously had to make tough choices between the content of our programs and that of some other program within or beyond our college, might now have opportunity to enjoy sustained and formal connection to our content in addition to studies elsewhere.

Second, students more tangentially interested in studying ethical issues in education need not commit to a full degree program of study and, as such, might recognize this graduate certificate program as an opportunity to add additional dimensions (historical, philosophical, legal, cultural, etc.) of fullness to their studies and/or professional practice.

#### **B. Goals of enrollees**

Students enrolled in this program will study historically contextualized, ethical issues of educational practice and policy. Students encounter these issues in graduate disciplines and professional fields across various university graduate programs of study (e.g., health, law, social work, public policy, etc.). This graduate certificate program will enable these students to examine these issues in a focused way within the framework of their own degree program and/or professional experiences.

#### **C. Opportunities for graduates**

The target audience for this certificate across two categories (i.e., 3a and 3b) is:

- Any graduate student in the College of Education and Human Ecology (EHE) [3.b],
- Any graduate student within OSU who might be interested in a focused complementary study of ethics in educational context (obvious candidates might include students from the College of Arts and Science, John Glenn College of Public Affairs, Moritz College of Law, College of Public Health, College of Social Work, etc.) [3.b], and
- Any persons not currently matriculated in a graduate program at the university, for whom the study of normative ethical issues in education might be the basis of future graduate study or improved professional practice [3.a].

As indicated above, graduates will be able to confidently engage the spectrum of normative questions that drive abiding and contemporary discussions of education, broadly construed. This will enable students to pursue additional academic work (in education or beyond), and/or professional opportunities in educational consulting, policymaking, analyses of non/governmental and social institutions/systems, etc. In short, this certificate program marries the scholarly rigor of its constituent disciplines with a flexibility that permits a wide range of practical opportunities for students after graduation.

#### **D. Minimum requirements to undertake program of study; admissions policy**

This graduate certificate program will be open to students according to two categories of study (i.e., embedded [i.e., category 3b] and stand-alone [i.e., category 3a]):

- Embedded: Students already enrolled in a graduate degree program of study at The Ohio State University may contact ESPHE faculty to arrange an approved plan of study to be embedded within their existing studies. (See Above, 1.B.)
- Stand-alone: Prospective students who are not currently enrolled in a graduate program of study at The Ohio State University may directly apply to the Graduate School for study within this stand-alone graduate certificate program. All admitted students must meet the minimum admissions requirements of the Graduate School.

### **3. Sufficient Resources**

#### **A. Adequacy and availability of faculty and staff**

The program in Philosophy and History of Education is currently well suited to offer all required courses. Elective courses can be offered by participating colleagues/programs within the department (See Appendix B). The graduate certificate program requires no additional staff and/or facilities.

#### **B. Projected resource needs and plans to meet those needs**

No additional resources are needed at this time and all courses are currently offered.

### **4. Justifiable Expenses**

#### **A. Additional Faculty**

No additional faculty are needed at this time.

#### **B. Additional Courses or Deletions**

- Currently, no plans exist for the addition or deletion of ESPHE courses
- Should programs/units wish to have additional courses included on the list of approved elective courses (see Appendix B), formal submissions will be reviewed by ESPHE faculty in accordance with the criteria below.  
Submissions for potential 'approved elective course' status must include:
  - A full syllabus (i.e., course description, materials, assignments, etc.)
  - A rationale (no more than 1 page in length) for the course's inclusion
- Should a student wish to have a course included within their certificate study, this request will be internally treated as a special petition, considered by the ESPHE faculty. Students will be required to provide in advance of course enrollment:
  - A full syllabus (i.e., course description, materials, assignments, etc.)
  - A rationale for the course's appropriateness, relative to student aims

#### **C. Necessary Budget Adjustments**

No budgetary adjustments are needed at this time.

**D. Available and Anticipated Funding**

No changes to funding are anticipated at this time.

**5. Adequate Demand**

**A. Evidence of Sufficient Demand**

Educators have long cited altruistic aims as a major reason for entering their profession, even as they have had few opportunities to explicitly study ethics within this context<sup>1</sup>. Outside of the US, many programs in educational ethics and related fields have been established (examples across various contexts include programs at the University of Groningen<sup>2</sup>, University Malaya<sup>3</sup>, Simon Fraser University<sup>4</sup>, etc.). This proposed graduate certificate is, to our knowledge, wholly unique within the United States and, as such, has the potential to attract students from across the continent (and, potentially, beyond), who might have interest in an accessible ethics certification as either a springboard to further graduate work, a complement to contemporaneous study, or a relatively short course of study that better situates working professions within the ethically complex circumstances of educational policy and practice.

General demand is further represented by a wider public and specifically university-based interest in ethics as a broad-based field of study necessary for making sense of increasingly complex social, political, institutional, and professional contexts. This is reflected by, among other indicators, the establishment of centers of ethics at Ohio State, Harvard, Stanford, Emory, Duke, and Penn State universities<sup>5</sup>. This trend coheres aligns the above-stated (see 2.A) pattern of growing interest in the normative studies of education offered through our current programs, and will likely continue as, according to recent studies and reports, millennial-aged professionals are increasingly making career decisions with ethics and/or social responsibility as primary criteria<sup>6</sup>.

**B. Duration of Demand**

Education professionals have long-claimed altruistic aims as a significant motivator for their work. Magnified by the general trends among millennials towards careful consideration of the ethical impacts of their professional lives, this trend in education is quite likely to endure even as it deepens across the populations most seeking graduate study at present and in future years. As graduates of the certificate program report to colleagues on their experiences of study, we expect interest to grow.

**C. Ability of Other Programs to Meet Demand**

No other program at Ohio State provides a focused and systematic opportunity for the study of ethics in educational contexts. Given the uniquely interdisciplinary faculty composition of ESPHE, no other unit is as well-qualified to offer a collection of courses with this content focus.

Given the current course capacities amongst offered courses (roughly 30 students on average), we will unquestionably be being able to accommodate the additional students pursuing this graduate certificate. Additionally, ESPHE is exploring online



versions of many of these core course, such that we could further expand our capacity as we engage students across distance.

## **6. Competitiveness with Other Institutions and Limited Overlap within University**

### **A. Overlap with other Programs and Departments**

Only a small number of individual courses within EHE have a significant ethics component in their syllabus. We anticipate that these will be included either on the approved electives list (See Appendix B) or the basis of an *ad hoc* petition (see above, 4.B.iii).

### **B. Duplication of Effort by Other Areas in the University, Another University or School**

There is no local (or, indeed, national) duplication of offering for Ohio State students. At present, no other graduate certificates or degree programs in the US offer the content focus we propose.

### **C. Similar Programs at Other Universities in Ohio or the US and Their Level of Success**

At present, no similar degree or certificate granting programs exist within the state or country<sup>7</sup>.

A few related programs exist outside of the US. Most notably, in the Netherlands, the University of Groningen offers a master's degree in *Ethics of Education: Philosophy, History, and Law*<sup>8</sup>. Electronic correspondence with one of the creators of this program, Piet van der Ploeg, suggests that the program has been a massive success, attracting both Dutch and international students alike to coursework in areas that had been previously under-enrolled. This bodes well for our proposed certificate and its potential growth.

## **7. Other Considerations**

### **A. Date Proposed Certificate to Become Effective**

Given that all courses are currently offered, the certificate could be active as early as Fall 2019.

### **B. Previous Submittals of the Same or Similar Program Proposal**

This is an update to our proposal. To our knowledge, no similar proposal has been submitted at a previous time.

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<sup>1</sup> See, Alexander, D., Chant, D., & Cox, B. (1994). What Motivates People to Become Teachers. *Australian Journal of Teacher Education*, 19(2). Available at: <http://dx.doi.org/10.14221/ajte.1994v19n2.4>; Mathur, S.R., & Corley, K.M. (2014). Bringing Ethics into the Classroom: Making a Case for Frameworks, Multiple Perspectives and Narrative Sharing. *International Education Studies*, 7 (9), 136-147.

<sup>2</sup> <https://www.rug.nl/masters/ethics-of-education-philosophy-history-and-law/>

<sup>3</sup> [https://www.um.edu.my/academics/master/education/master-of-education-\(values-education-humanities\)](https://www.um.edu.my/academics/master/education/master-of-education-(values-education-humanities))

<sup>4</sup> <https://www.sfu.ca/education/gs/degreediploma/masters/ci-jle2018/>

<sup>5</sup> Ethics centers on university campuses are an increasingly common presence. Named and additional examples include, The Center for Ethics and Human Values, OSU; The Edmond J. Safra Center for Ethics, Harvard University; Bowen H. McCoy Family Center for Ethics in Society, Stanford University; Center for Ethics, Emory University; Kenan Institute for Ethics, Duke University; The Rock Ethics Institute, Pennsylvania State University; etc.

<sup>6</sup> Montgomery, David B. and Ramus, Catherine A., Corporate Social Responsibility Reputation Effects on MBA Job Choice (May 2003). Stanford GSB Working Paper No. 1805. Available at SSRN: <https://ssrn.com/abstract=412124>; Deloitte Millennial Survey 2018. Available at <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>; The millennials donating 10% of their pay to save the world. Available at: <https://www.theguardian.com/money/2017/dec/04/millennials-donating-10-of-their-pay-to-save-the-world>

<sup>7</sup> Domestic non-degree granting projects and centers such as the *Justice in Schools Project* at the Harvard Graduate School of Education and the *Center for Ethics and Education* jointly housed by the University of Wisconsin-Madison and the University of Illinois-Chicago, focus research and professional attention on ethics and education. The successes of these initiatives lend further support for a degree/certification granting program of the sort described by this proposal.

<sup>8</sup> <https://www.rug.nl/masters/ethics-of-education-philosophy-history-and-law/>

## **Appendix A: Required Core Courses**

### **ESPHE 6250: History of Education**

#### **Description:**

This course introduces some of the enduring ideas, issues, and conflicts in the history of American education from the colonial era through the present. We will focus on public schooling at the elementary and secondary levels; however, we will also discuss education at other levels, religious and other private institutions, other forms of education broadly construed, and the educational systems of other nations. We will explore questions such as: Why have schools been founded? How have they evolved? Why have schools so often been at the center of larger political, social, and economic conflicts? How are students different from one another – and how have schools responded to these differences? What have schools taught, both explicitly as well as implicitly? Who teaches – and who does not?

### **ESPHE 7572: History of Colleges and Universities**

#### **Description:**

After briefly addressing the origins of universities and colleges in Europe, this course focuses on the history of these institutions in the American colonies and the United States. The material is organized chronologically and addresses significant developments within each period. Students completing the course acquire knowledge of fundamental developments in the history of colleges and universities, understanding of intellectual and social forces acting upon those institutions, and appreciation of certain conflicts and differences in historians' interpretations of those developments and forces.

### **ESPHE 6403: Ethics and the Professional Context of Teaching**

#### **Description:**

This graduate course endeavors for its members to be introduced to, study, and, to a certain extent, become members of the community of inquirers who gather around and attend to ethical question within the profession of teaching. As such, this course seeks to provide a general overview of major ethical currents within the professional practice of education, while simultaneously allowing participation in and contribution to the study of the same. The course dwells in the notion that in order to educate well, educators must be able to advance and defend accounts of the principles, standards, and priorities at stake and worth pursuing in their educational projects.

### **ESPHE 8410: Ethics and Education: Equality, Freedom, and Justice in Schools**

#### **Description:**

This course will be an examination of some prominent ethical problems and issues in education. The purpose of the course is to prepare you to engage in public discourse surrounding the moral dimensions of educational policies and practices. We will discuss issues of student rights, parental control, school choice, academic freedom, religion and

multiculturalism, and a host of other policy questions as they relate to both K-12 and Higher Education. These topic areas bring up questions that educators and policy makers at all levels must deal with: Who should be educated? What should be taught? Who gets to decide? As we examine educational ethics, our focus will be on the liberal democratic tradition of social ethics since that is the prominent discourse in which ethical problems are currently framed.

## **Appendix B: Approved Elective Courses**

ESPHE 6410: Philosophy of Education

ESPHE 7222: History of Educational Policy

ESPHE 7410: Modern Trends in Philosophy of Education

ESPHE 7413: Professional Education

ESPHE 8411: Educational Philosophy of John Dewey

ESEPOL 8352: Educational Policy in a Democratic Society

ESEADM 7359: Leadership, Inquiry, and Ethics